Západočeská univerzita v Plzni

Fakulta pedagogická

Katedra anglického jazyka

Diplomová práce

SPOLUPRÁCE UČITELŮ NEJAZYKOVÝCH PŘEDMĚTŮ S UČITELI CIZÍCH JAZYKŮ V METODĚ CLIL

Bc. Nikola Volrábová

Plzeň 2022

University of West Bohemia

Faculty of Education

Department of English

Thesis

COLLABORATION BETWEEN SUBJECT AND LANGUAGE TEACHERS IN CLIL

Bc. Nikola Volrábová

Plzeň 2022

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 30. června 2022

……………………….

Bc. Nikola Volrábová

ACKNOWLEDGMENTS

ABSTRACT

Volrábová, Nikola. University of West Bohemia. June, 2022. Collaboration between subject and language teachers in CLIL. Supervisor: Mgr. Barbora Reynaert, Ph.D.

This diploma thesis deals with the topic of teacher collaboration in the CLIL method. It aims to identify how could subject and language teachers collaborate in order to create a successful CLIL lesson. The theoretical background first focuses on CLIL itself and describes the method's characteristics, specifications of CLIL lessons and the process of planning CLIL lessons. In the theoretical chapter's second part, the topic of teachers in CLIL is the main focus. First, the specifications of subject and language teachers are described. Next, the chapter proceeds to the actual teacher collaborations and identifies characteristics of successful collaborations as well as reasons for establishing such collaboration. In the following chapters, the conducted research is described. Lesson observations and interviews were used to collect the data about two teacher pairs from different schools that collaborate on CLIL. The Results and Commentaries chapter compares the collected data and attempts to find differences and similarities between the two teacher pairs. Furthermore, it analyses the key aspects of their collaborations and relates them to the findings from the theoretical background. Doing so, some of the aspects of their collaborations were identified as contributing to the collaborations' effectiveness. These aspects include, for example, using the teachers' joint knowledge or being supported by the school management. From the research's results, it can be concluded that teacher collaborations in CLIL can lead to a generally more successful implementation of this method and an increase in learners' motivation.

Keywords: CLIL, language and subject teacher, teacher collaboration, team-teaching, English language, foreign language teaching

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

1. INTRODUCTION

Throughout the years, foreign language teaching has undergone various transformations contingent on the demands of the outside world. These demands have been recently shifting towards language learning to be meaningful, communication-oriented, and set in a real-world context. The CLIL method (Content and Language Integrated Learning) seems to be an ideal response to such demands because it uses a foreign language as the main language of learning in content subjects; therefore, its focus is on improving both content and language simultaneously. Although the combination of teaching a foreign language simultaneously with another subject has been used for centuries, CLIL can be considered a very young method, dating back to the 1990s (Mehisto et al., 2008). It seems to be in perfect agreement with the modern and fast-evolving world in which such a learning shortcut of learning two subjects at the same time is highly desirable. However, one can imagine that such method is more demanding on teachers. Not only because of a more challenging planning process, but also because it requires knowledge of both: the content subject and the language. A collaboration of a subject teacher and a language teacher, therefore, can be an optimal way of overcoming possible obstacles and, at the same time, ensuring the best results possible. Despite being used in CLIL settings somewhat commonly, CLIL teacher collaborations have not yet been subjected to many studies. Usually, the literature on CLIL is devoted to theoretical and methodological explanations that facilitate orientation in the topic such as Coyle, D., et al. (2010) or Ball, P., et al. (2015). The lack of studies primarily focused on teacher collaborations in the context of CLIL was the main motivation to research this topic in the presented work.

More particularly, this thesis will attempt to find answers to the question of how subject and language teachers could collaborate in order to create a successful CLIL lesson. After finding some of the answers in the literature, two teacher pairs from different schools will be subjected to the research to compare the ways they work together and identify elements of their collaborations that will be in alignment with the theoretical findings.

To gain a full insight into the issue, the work will be divided into several chapters. First, the thesis will focus on the theoretical background, which will be split into two main parts: CLIL and teachers in CLIL. The former will describe the method itself, its characteristics, specifications of CLIL lessons and of planning these lessons. The latter will first focus on subject and language teachers in CLIL and then it will proceed to characterising successful

collaborations and providing reasons as to why collaborate in CLIL. The following chapter will provide a description of the research methods. The two teacher pairs that will be the subjects of the research will be characterised. Moreover, the chapter will describe the selected research tools (lesson observations and interviews) and the whole process of conducting the research. In the subsequent chapter, the gained data from both research tools will be presented and commented on. The focus will be on finding similarities and differences in the two collaborations and on relating the key findings to the theoretical backgrounds. The last chapter will illustrate what implications for teaching arise from the presented thesis, what are the limitations of the research and possible suggestions for further research.

2. THEORETICAL BACKGROUND

The theoretical chapter will first deal with the concept of CLIL: its definition and characteristics. Then it will focus on a CLIL lesson, namely its specifications and the planning process it requires. In the second part, the theme of teachers in CLIL will become the focal point. It will specifically focus on characterising the roles of subject teachers and language teachers, the possibilities, and possible reasons for their mutual collaboration.

CLIL

The following subchapter will start with defining the meaning behind the acronym CLIL and describing its historical development. Then, CLIL will be further characterised by comparing it to similar programmes, defining the two main types of CLIL, and describing the programme's main principle: language and content integration. To further demonstrate what makes CLIL distinct, specifications of a CLIL lesson will be introduced. Lastly, this subchapter will show how to plan a CLIL lesson in order to achieve language and content integration.

Definition of CLIL

The acronym CLIL, which was coined in 1994 in Europe, stands for Content and Language Integrated Learning. As the name suggests, it is an educational approach to learning language and content simultaneously. Both these aspects are in equilibrium; hence content is learned through language and, language is learned through content. However, it should not be confused with bilingual education. The Eurydice Network (2006) emphasizes that "the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language" (p. 7). With its innovative approach, CLIL represents a highly dynamic and powerful tool that stands opposed to traditional school curricula by integrating two subjects into one (Pavesi, Bertocchi, Hofmannová, & Kazianka, 2001).

The essential strategy of CLIL is using a non-native language (L2) as the main language of instruction and learning in content subjects (such as math, history, science, art, etc). However, the L2 also needs to be part of the learning focus, not just the content. Because of that, integration is the key to success. In CLIL, there is a dual focus integration:

1. Content classes with an additional focus on language learning. For this, information needs to be shown in a more understandable manner (using charts, drawings, diagrams, etc).

2. Language classes with additional focus on content from other subjects. These classes include texts and vocabulary of different contents and the selection is based on the cooperation of content and language teachers (Mehisto, Marsh, & Frigols, 2008).

Mehisto et al. (2008) state a third element that completes CLIL which is learning skills. Together, the triad (language, content, and learning skills) aims for several achievements – academic achievements, proficiency in L2, age-appropriate competence in a native language (L1), appreciation of the cultures relating to L1 and L2, and social and cognitive skills advantageous in the modern world.

Often, CLIL is being confused with bilingual education. Whilst it does involve the use of L2 as the main language of instruction, it is not the same. Bilingual education chiefly focuses on content while language is only used as a mere tool of learning the content. If there is any focus on the language, it is only on the receptive skills. Moreover, the entry-level of L2 needs to be sufficiently high. The language focus of CLIL, on the other hand, is on both receptive and productive skills. The possibly lower language skills are not an obstacle in CLIL classes (Šmídová, Tejkalová, & Vojtková, 2012).

CLIL also represents a great motivating tool. It provides meaningful and interesting situations that require the use of L2. The language used is directly related to what is going on in the classroom. It can answer immediate language needs; thus, it supports incidental learning. According to Pavesi et al. (2001), incidental learning has an effective and long-lasting impact on language learning. Along with intentional learning, it is more likely to lead to full mastery of L2.

The development of CLIL. Although CLIL has been here since 1994, the idea itself had been in use long before that. Five thousand years ago, the first known programme similar to CLIL was taking place in what is now Iraq. There, the Akkadians (people of the first Mesopotamian empire) used Sumerian to teach the language and several other subjects like theology or zoology. Centuries later, universities from all over Europe used Latin as the main language of instruction to teach philosophy, theology, medicine, or law. Later on, bilingual education became a common part of learning for wealthy people. Children were being sent

to study abroad, or foreign tutors were being hired. In the 1960s in Canada's Quebec, where people speak mostly French, a language-immersion programme was introduced. It allowed English-speaking children to study in French in order to become fluent in it. In the following decade, language-immersion programmes spread to other parts of the world and thus became more accessible to children from various backgrounds. All of the above have helped teachers to realize that content and language should be taught together. Thus, the idea of CLIL has emerged (Mehisto et al., 2008).

In the 1990s, the importance of effective language teaching became even more apparent due to globalization. All over the world, the role of English rose to great measures. English has become the language of choice for most people who travel or work in spheres like technology, medicine, business, politics, and so on. However, English is not the only desirable language; the language of choice always depends on local needs for foreign communication. For example, in Asia, people often learn Mandarin Chinese along with English because of its economic importance. It is only logical that all the rapid changes in today's society and the rise of mobility and technologies call for changes in language teaching. CLIL, with its integrating quality, is able to respond to these appeals and thus becomes a relevant tool in modern language teaching (Mehisto et al., 2008).

Globalization and technologies have caused us to move into a new era – the Knowledge Age. The Knowledge Age is represented by increased movement and unlimited resources of information. The three key characteristics include integration, convergence, and participative learning. Yet again, it shows the relevancy of CLIL because all of the three characteristics are well known to CLIL practice (Coyle, Hood, & Marsh, 2010).

Advantages and disadvantages of CLIL. As with everything, there are always advantages and disadvantages. Šmídová et al. (2012) list the following advantages and disadvantages; the latter are called possible risks of CLIL implementation.

Advantages. First, CLIL is cognitively more demanding which is not typical for regular foreign language materials. Next, it supports the development of communication skills and strategies in an effective way. Moreover, it includes working with real-life content and information which makes the learning process more practical. CLIL also better equips learners with skills valuable in domestic or foreign labour market. On same note, it prepares learners better for their future studies. Next, CLIL develops learners' intercultural

skills. Lastly, by implementing CLIL into their teaching practice, teachers increase their professional qualifications.

Possible risks. One of the main risks can be constituted by learners' inadequate language skills making it unable for them to learn content in L2. The second risk is the insufficient number of learning materials and assessment tools. Next, it is the unsystematic CLIL implementation as a result of possibly uninformed school management. Another risk can be represented by the unwillingness of teachers to cooperate in a CLIL team which is one of the key instruments necessary for success (unless there is one teacher competent in both language and content). Furthermore, the preparation of CLIL classes demands more time and a lot of effort. The last risk is the teachers' insufficient proficiency in language or content.

Šmídová et al. (2012) also note that to prevent the risks, the school's conditions (involving the competencies of the pedagogic staff, the context of the school and the region, etc.) need to be mapped thoroughly. High motivation of teachers to implement CLIL is one of the most important requisites, but it is not sufficient. CLIL should be supported by the school management and there should be enough materials to work with. The school is also required to communicate with the community, especially with the parents, and be open to their needs.

Characteristics of CLIL

At first glance, the core features of CLIL can lead to confusion with similar programmes which also use L2 as the medium of instruction (MoI). These programmes had also developed under similar situation and needs as CLIL (as described in the previous section) and comparing CLIL with them can help to better understand the nature of CLIL. One of such programmes is *immersion education*. Curriculum time in such a programme can be either delivered by L2 on 100% (total immersion) or lower (partial immersion); it mainly depends on pupils' age. The aim is so-called additive bilingualism, i.e., L2 is included next to L1. Next is *minority education* which provides education to immigrant communities mainly in countries like the USA or the UK. Children usually learn in mainstream classrooms and their whole curriculum is in L2 independently of their L2 level. *Bilingual education* is intended for the purpose of maintaining a minority language. Curriculum is partially taught in the students' minority language; usually, it complies with 50% of the curriculum. L2 may be either used as MoI on different days or in different subjects.

The main difference between CLIL and the programmes described above is that it is always taught in a certain school in only a small proportion of the curriculum. The number of subjects that are taught through CLIL is limited. It is a self-selecting programme offered by schools as an option. CLIL learners also need to have a basic knowledge of L2. It also has high social values; thus, it is appealing to parents. Moreover, it is not politically driven, like, for example, bilingual education can sometimes be (in terms of multiculturalism or equal language status) (Ball, Kelly, & Clegg, 2015).

Soft and hard CLIL. Generally, CLIL can be divided into two types – 'soft' and 'hard' (sometimes referred to as 'weak' and 'strong'). The reason for such division is the fact that there is no clear answer to for whom is CLIL intended – is it language teachers? Or is it subject teachers? The terms basically describe whether the classes are language-led or content-led (Ball et al., 2015).

According to Šmídová et al. (2012), soft CLIL is typical for language classes; it happens when the teacher incorporates content from a different subject into the language class with the intention to support the objective (which is of linguistic character). Hard CLIL, on the other hand, is content-led in the sense that it is taught by a subject teacher and it mainly refers to content objectives. One of its main conditions is that the subject's curriculum is partially or wholly taught in L2.

Problems arise when it comes to objectives and assessments. Linguistic objectives call for the assessment of language only; the same goes for content objectives. However, for good CLIL practise, the assessment of both needs to take place. If not, the students will notice that either language or content is superior to the other which might result in the loss of their motivation (Ball et al., 2015). As Šmídová et al. (2012) put it, the ideal situation is when a teacher has an approbation for both – a language subject and a content subject. However, in reality, CLIL is often realized by subject teachers with high language skills.

Integrating content and language learning. In CLIL classes, content and language cannot be viewed and approached as two different entities for it would most likely lead to failure. Coyle et al. (2010) offer a holistic view on language and content integration called the 4Cs Framework (Figure 1). The framework represents four elements that are essential for effective CLIL. The elements are Content (subject matter), Communication (the using and learning of language), Cognition (processes of learning and thinking), and Culture (developing intercultural understanding and global citizenship).
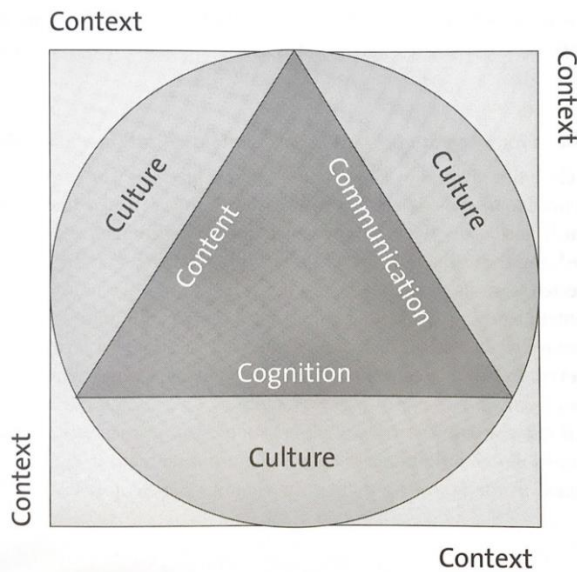
Figure 1: The 4Cs Framework (Coyle, et al., 2010, p. 41)

There is another C which stands for Contexts. It has its place in the framework because content and language learning is always integrated within specific contexts which can influence the nature of such integration. For effective CLIL, there should be symbiotic relationships between all of the elements. Coyle et al. (2010) also highlight the significance of language by suggesting that in CLIL, learners need to learn how to use language accordingly while using it to learn in an effective way. The authors include seven principles that form the basis for the previous suggestion:

1. Personalized learning. Content matter includes creating one's own knowledge and understanding.

2. The relation of content and cognition. For personalized learning to take place, the content's linguistic demands must be analysed.

3. The analysis of linguistic demands of thinking processes.

4. Learning of language. It needs to be related to the learning context and cognitive processes and used for learning *through* the language and reinterpretation of the content. It must be transparent and accessible.

5. Interaction in the learning context.

6. Intercultural awareness. It is essential to CLIL because there is a complex relationship between cultures and languages.

7. Contextual variables. For an effective realization of CLIL, contextual variables that are set by the wider educational context, in which CLIL is being developed, need to be considered.

From the theory above, there are three key implications for integration, also suggested by Coyle et al. (2010). Firstly, educators need to identify and justify the means that will help to achieve successful integration of content and language. The integration is a complex process; therefore, it requires a lot of planning and reflective evaluations. Secondly, the learners' language levels should match their cognitive levels. However, this is one of the biggest challenges of CLIL since it is unlikely that the levels would be equivalent. A conclusion from this problem is the need for learners to be appropriately challenged at the cognitive level whilst having high linguistic support from the teacher. For that, the language itself needs to be carefully and systematically analysed. The third implication is the need for an inquiry-based approach to teaching and learning. It relates to the problems that might arise when the CLIL classes would only be led by either language or subject teachers. As a result, the content or linguistic demands might be threatened. This last implication reinforces the idea that cooperative teaching has its place in CLIL (unless there is one teacher with approbation for both – the content and the language).

Specifications of a CLIL lesson

The integrating nature of CLIL results in the fact that CLIL lessons have little resemblance with neither language lessons nor content lessons. Moreover, there are certain specifications typical for CLIL. According to Mehisto et al. (2008), "most strategies that are essential for CLIL can also be considered good practice in education" (p. 27). They emphasise that alongside applying standard good practice teachers also need to recognize the specifications of strategies essential to the CLIL approach. Following are the most important specifications as described by various authors.

Three dimensions of CLIL. Content tasks in CLIL consist of three dimensions: concept (the aim), procedure (the decisions leading to the aim), and language (the result of the aim's discourse). These can be prioritised during instruction according to the nature of the task or the learners' needs. For example, some lessons will be more language-heavy than others. Essentially, CLIL practice represents constant readjustments of the three dimensions (Ball et al., 2015).

Conceptual fronting. Generally, content is prioritised over language in CLIL. It represents the core of the lessons and the most important criteria for assessing. In this view, language serves as crucial means to accomplishing the goals (Ball et al., 2015).

Conceptual sequencing. The presence of conceptual sequencing makes CLIL distinct from regular language classes. However, subject classes tend to conform to some form of sequencing either based on logic, complexity, or chronology. CLIL classes are usually based around a content topic; therefore, sequencing represents an important aspect. One way in which this specification is visible is the amount of time dedicated to a theme; in CLIL the amount is larger than in regular language classes (Ball et al., 2015).

Setting the objectives. Each CLIL lesson has got two main objectives: content and language. Well set objectives can guide the process of choosing and designing tasks and lesson activities and be used as an assessment checklist (Bentley, 2010). According to Benešová and Vallin (2015), rather than focusing language objectives merely on vocabulary and grammar, teachers should include objectives regarding language functions, skills, and phonetics. Furthermore, they emphasise that language and content objectives should be ultimately in balance despite content having more priority. Simultaneously, they should interconnect. Šmídová et al. (2012) advise using Bloom's taxonomy for setting objectives because it offers initial guidance on planning a lesson as each of the taxonomy's categories represent a lexical or grammatical domain that the learners should already have acquired in order to accomplish the objective. Therefore, it is a useful tool for connecting the cognitive demands with language.

Scaffolding. The term represents "the steps teachers take to support learners so that they can understand new content and develop new skills. Later, learners can use the new learning in different contexts without the support of scaffolding. Scaffolding is temporary support to help learners do things now as well as in the future" (Bentley, 2010, p. 69). It is especially convenient in CLIL classes because it helps learners make the most of both content and language (Kazelleová & Váňová, 2012). It can be either immediate or planned (Dale et al., 2010, cited in Benešová & Vallin, 2015). Immediate scaffolding often has a form of rephrasing instructions or giving definitions of words unknown to learners. Some examples of planned scaffolding include speaking or writing frames (offering useful phrases that learners can use during a speaking or writing task) or graphic organisers (Benešová & Vallin, 2015). Scaffolding can also serve as a technique that makes key language more salient, which is very useful in CLIL lessons (Ball, et al., 2015).

Selection and adaptation of materials and tasks. CLIL materials differ from language materials because the main source of motivation for selecting particular material is content,

not language. The materials can be either teacher-made, translated from L1 coursebooks or downloaded from the Internet (Bentley, 2010). According to Benešová and Vallin (2015), the language should be accommodated to the learners' age and the lesson's objectives. However, they warn against lowering the language level too much as that could lead to the omission of important facts. To support our learners' understanding, it is recommended to adapt the selected materials. Bentley (2010) suggests highlighting key vocabulary using a bold font or including glossaries for adaptation at the word level. At the sentence level, she advises adding short explanations or definitions. At the text level, we can use visual organisers or diagrams. Ball et al. (2015) mention the relationship between the selected text and the tasks accompanying it. They emphasise the prioritization of the task and suggest making its instructions clear and unambiguous. That way, misunderstandings and the learners' possible failure can be avoided. Furthermore, they claim that the nature of the task determines the perceived difficulty of the text: "There is no such thing as a 'difficult' or an 'easy' text in CLIL. It depends entirely on how the author chooses to plan and manipulate the task" (p. 40).

Peer cooperation. Research has found that CLIL classes usually offer more opportunities for active learning and learners' participation (Dalton-Puffer, 2011). Peer cooperation is one way of enhancing learners' participation. Moreover, it leads to learners helping one another which is advantageous to the learning process. In CLIL classes, peer work contributes to safer environment (Ball et al., 2015; Benešová & Vallin, 2015).

Enhancing critical thinking skills. Critical thinking includes skills such as sorting and organising information, setting information into context, questioning and verifying, or forming one's own opinions based on particular information. It helps to develop cognition and specific language skills (Šmídová et al., 2012). Benešová and Vallin (2015) claim that using methods of critical thinking is one of the characteristics of successful CLIL as it increases learners' motivation and promotes learning in context.

Learning through mistakes. In CLIL, it is important to perceive mistakes as integral parts of the learning process rather than as problematic obstacles. Not only they offer learning opportunities, they are also an important source of formative assessment. In CLIL lessons, mistakes are either of content or linguistic character. The teacher's role is to recognize what the source of the mistake is and react correspondingly (Benešová & Vallin, 2015).

Assessment. Assessment in CLIL usually represents a problematic aspect of teaching because teachers need to decide to what extent should both content and language be assessed, which of these two is more important, and how the assessment should be executed (Coyle et al., 2010). The author reasons that the decision between language or content should be in alignment with the objectives set for a lesson or unit. In other words, if the objectives prioritise language, the assessment should also focus on language and vice versa. Bentley (2010) offers another solution to the problem. According to her, language should represent the focus of assessment in soft CLI while in hard CLIL, the focus should be on content and language or content only.

Planning a CLIL lesson

With all its specifications and the dual focus on language and content, a CLIL lesson needs to be planned carefully. As Coyle et al. (2010) suggest, CLIL is not a methodology with strictly set features and structure, instead, it is a flexible approach which can be used in many different contexts. However, certain principles need to be considered during the planning process. Planning of a CLIL lesson should be preceded by planning a detailed curriculum and syllabus. This implies the possible involvement of school management or even educational authority in the process of planning. Such level of planning might involve setting standards and requirements, funding, regulating assessment procedures, or providing support (Ball et al., 2015).

The planning of a specific lesson should be based on predetermined objectives. In a CLIL lesson, there will always be two types of objectives – content objectives and language objectives. Šmídová et al. (2012) emphasise the importance of cooperation between a language teacher and a subject teacher that inform one another about the learners´ learning progress in the content subject and the CLIL language. During the planning process, the teacher should then use the information about what the learners already know as a starting point of a particular lesson's planning. Sepešiová (2015) also stresses the benefits of teacher cooperation in planning CLIL lessons. According to her, such cooperation increases the effectiveness of CLIL as the language teacher provides vocabulary and language structures related to the topic.

Each CLIL lesson should start with a short activity that leads students into the lesson and stimulates their motivation. The main activities leading to the fulfilment of the lesson

objectives should alternate between different types of language input and output, i.e., alternating between receptive and productive activities. Moreover, it is suggested to plan several filler activities. The linguistic side of CLIL can cause or deepen differences among learners. Therefore, filler activities can prove useful when responding to problems and situations caused by differentiation. Another essential aspect that should be considered and planned is scaffolding. Thinking out different scaffolding strategies will help ease the linguistic and cognitive demands of the chosen activities. The lesson should end with a concluding activity that will allow learners to reflect on the content and language of the particular lesson. A carefully chosen concluding activity can serve as a useful source of information for formative assessment (Šmídová et al., 2012).

Using the 4Cs Framework. Considering the 4Cs Framework is especially useful for more detailed planning of a theme unit. According to Meyer (2010), planning a unit should be the primary focus for teachers when planning their lessons because the principles of CLIL cannot be integrated into a single lesson and, therefore, they typically stretch over several ones. Coyle et al. (2010) claim that "CLIL integrates language learning and content learning at cognitive and cultural levels appropriate to the learners" (p. 55). They emphasise that from the four Cs, it is content that should form the basis of a unit, and everything else should evolve from it. Coyle (2015) notes there are two ways teachers should think about content when they start planning. First, it is teaching aims and objectives; i.e., what the teacher plans to teach. Secondly, it is learning outcomes; i.e., what learners should be able to do and know at the end of the lesson or the unit. Coyle et al. (2010) suggest to first plan a unit using the Framework and a mind map which should then be used as a starting point for individual lesson planning. There are four steps for planning a unit using the Framework; each of the steps includes several reflection points that help the planning process:

1. Considering content. The first step includes several reflection points regarding a choice of content, using an existing syllabus, the learning outcomes, or the relation of the content to an overall goal.
2. Connecting content and cognition. Based on the content, it is possible to determine the cognitive skills that relate to it (e.g., particular thinking or creative skills). The inclusion of this step enables us to relate the cognitive level of the topic to the developmental levels of learners. The reflection points concern using a taxonomy

of thinking skills, encouraging either higher-order or lower-order thinking, or dealing with the linguistic demands.

3. Defining language learning and using. The most challenging step represents drawing the content and cognition to communication, i.e., language. Choosing particular language items is conditioned by the content, therefore, there is no gradual grammatical progression as is typical for more traditional instruction. It is recommended to use the Language Triptych when planning a CLIL lesson. This means choosing the language *of*, *for,* and *through* learning. The language *of* learning typically includes key vocabulary and phrases of a particular topic. The language *for* learning is the language essential for executing lesson tasks effectively. Lastly, the language *through* learning represents items that naturally emerge from learning, and it should be planned how these items can be recycled or extended.

4. Developing cultural awareness and opportunities. The last step includes thinking out ways of developing learners' cultural skills by integrating different cultural opportunities. This can be done by connecting with other classes, schools or the wider world (Coyle et al., 2010).

The CLIL-Pyramid. Proceeding from the above framework, the author Oliver Meyer (2010) created a tool for CLIL lesson planning referenced to as the CLIL-Pyramid. The CLIL-Pyramid consists of four layers and the 4Cs represent the pillars of its base. The first layer, also the first step in planning, is the selection of content and identification of its needs or requirements. Next, there is choice of multimodal input. Differentiated input helps to fit different learning style and skills. Furthermore, the decided input imposes what kind and how much scaffolding strategies are desired. The third layer is represented by task-design. Tasks should activate higher-order thinking skills and they should result in authentic output. Again, the nature of the tasks imposes the type and amount of scaffolding. Lastly, there is the CLIL-Workout layer which serves as the final revision of the topic's key language and content.

Mehisto et al. (2008, p. 33) suggest a typical CLIL lesson sequence as shown in Table 1.

Table 1

A Typical CLIL Lesson Sequence

1	5´	A warm-up activity or discussion related to the topic.
2	3-5´	Discussing learning outcomes with learners.
3	8-10´	Activating prior knowledge.
4	5´	A reading task focused on specific information.
5	15´	A pair work following up on the previous task with the goal of creating something new.
6	5´	Giving learners encouraging questions to make them think about ways of improving their project.
7	10´	Presenting one pair's project and having the rest of the class add new information to create an overall class project.
8	3-5´	Reviewing the lessons objectives.

Note. Adapted from *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education* by P. Mehisto et al., 2008, p. 33.

Teachers in CLIL

In CLIL, the teacher factor represents one of the most important forces influencing the programme's outcome. This subchapter will first describe ideal characteristics of CLIL teachers, focusing on content (subject) and language teachers. A collaboration between these two types of teachers is an element frequently found in CLIL programmes; therefore, this subchapter will then attempt to characterise a successful collaboration. Lastly, this subchapter will look at reasons for implementing teacher collaboration into CLIL.

Subject teacher and language teacher

CLIL is a complex approach requiring teachers that they develop certain skills. Such skills are, for example: being aware of how language works in the CLIL subject, being able to support learners in overcoming linguistic obstacles, activating learners' existing knowledge, providing multimodal input, using appropriate and encouraging activities or being able to give feedback and assess both content and language (Dale & Tanner, 2012). Ball et al. (2015) assert the necessity for teacher training in CLIL pedagogy as it provides teachers with essential pedagogical skills like a comprehensible CLIL talking style further supported by visuals. In CLIL classes, such skill is perceived as more advantageous as opposed to talking fluently and with the lack of skills that help learners understand better. Furthermore, research

suggests that due to limited L2 competence teachers are inclined to plan their lessons more thoroughly (Dalton-Puffer, 2011). That is not to say that L2 ability is not an essential skill of a CLIL teacher. According to Kelly (2014b), teachers' L2 should be on such a level which is effective for classroom use in the content subject. That corresponds to a B1-B2 level. However, as Ball et al. (2015) note, confidence in the CLIL language is crucial as it has undeniable influence on the effectiveness of CLIL teaching. Other characteristics include good knowledge of learners' L1, expert knowledge of the content, or team-working skills. Moreover, teachers should be willing to be involved in CLIL long-term research and interested in CLIL methodologies (Pavesi et al., 2001).

Pavesi et al. (2001, p. 87) recognize the following types of teachers as being able to be involved in CLIL:

1. Teachers with qualification in both language and content subject.
2. Classroom teachers using L2 to some extent as the MoI
3. Language teachers teaching content in their language classes
4. Subject teachers and language teachers collaborating as a team
5. Exchange teachers from a foreign country

Most commonly, subject teachers and language teachers are the two types found in CLIL programmes. Usually, subject teachers teach hard CLIL, while language teachers teach soft CLIL (Ball et al., 2015).

Subject teachers. Becoming a proficient CLIL subject teacher requires a process with several phases. The initial phase is focused on developing language skills and is characterised by the teachers focusing on themselves and being cautious about their language competencies. It is therefore important for teachers to realise that their L2 skills are less important than the learners' active use of the language. During the second phase, teachers become less worried about their language; therefore, they start to support learners in learning the language, mainly vocabulary. The final phase occurs when subject teachers begin to notice language in a more profound way: for example, they recognise differences between formal and informal language, or spoken and written language. Furthermore, they have a repertoire of ways of giving feedback on learners' language (Dale & Tanner, 2012).

According to Hurajová and Luprichová (2015), subject teachers are not normally accustomed to certain competencies that are typical for language teachers, like scaffolding and other ways of supporting learners' understanding. Therefore, it is one of the aspects they

need to advance in. The authors suggest introducing new courses in university teacher trainings that would prepare subject teachers in terms of language skills and methodologies, and consequently help them in becoming better CLIL teachers.

Language teachers. Language teachers often participate in CLIL programmes in a rather indirect way. Their involvement may include corrections of papers or tests for their colleagues, or monitoring their colleagues' CLIL lessons and giving them feedback on their language. When giving CLIL lessons themselves, they might feel uncertain because of their possible lack of subject-specific knowledge, like terminology and other specific concepts (Dale & Tanner, 2012).

Subject teachers and language teachers realising CLIL independently might experience many drawbacks. An effective way of dealing with it is a close collaboration of these teachers. The next sections of this chapter will, therefore, focus on CLIL teacher collaboration.

Characteristics of a successful collaboration

A good collaboration between subject teachers and language teachers is crucial for successful CLIL implementation, especially in its initial phases (Pavesi et al., 2001). CLIL programmes with the goal of close language and content integration mostly require full collaboration which is usually realised in two ways: team teaching or joint planning (Hurajová, 2015). Enabling such cooperation is partly dependent on the school management because good collaboration takes time; therefore, more time needs to be allocated to teachers involved in CLIL (Kelly, 2014b). As outlined below, CLIL collaborations can have many forms.

Ball et al. (2015) recognise four collaborative forms of CLIL provision:

1. Subject teacher and language teacher teach separate classes and they both use L2 as the main MoI. The lessons are not connected whatsoever; therefore, the main purpose of the language class is to improve learners' general L2 competence. Such a language-booster course can be held before or during the content course. It is common in schools that require a higher level of L2 to enter a CLIL course.

2. The second form is similar to the first one. Both teachers teach separate classes, and they use L2; however, the language teacher focuses on subject-specific

language instead of language for general purposes. It is most commonly found in higher education.

3. Subject teacher and language teacher teach together. Subject teacher uses L1 because of insufficient L2 skills; therefore, language teacher offers linguistic support which is sometimes focused on the subject and sometimes on the language itself.

4. Both teachers teach together using L2.

If a language teacher is directly involved in a CLIL programme, the cooperation usually involves co-planning of a scheme of work and lessons, co-creation of materials, co-assessment, and co-evaluation of the programme's outcome (Clegg, n.d.). According to Dale and Tanner (2012), CLIL collaboration can occur before, during or after the lesson with consequently varying roles of the language teacher. Before the lesson, the language teacher may assist the subject teacher in choosing appropriate activities and tasks, edit the subject teacher's language, or pre-teach and practice language or skills relevant to the subject topic. During the lesson, the language teacher may monitor and give feedback to learners' language use, note common mistakes for further practice in a language class, give instructions, or use scaffolding to encourage and help learners in their language production. After the lesson, the language teacher may address some issues or do a follow-up language task in a language lesson.

As mentioned earlier, school management can influence the nature of teacher collaboration. According to Clegg (n.d.), successful CLIL implementation should involve teacher collaboration formally supported by the school's administrative frameworks establishing the purpose, means and requirements on the participating teachers. By doing so, standards in CLIL subjects can be established and maintained. As stated by Kelly (2014a), school managements can set conditions for teacher collaboration in three areas: timetabling, preparation and training. Appropriate timetables should primarily allow the pair of collaborating teachers to teach the same group of learners. Having a language lesson closely precede or follow a subject lesson is also very convenient as it supports 'preparation' or 'follow-on' language work. Moreover, teachers should be allocated enough time for preparation activities before the start of the school year and during. Lastly, the school management could enrol the pair of teachers in CLIL teacher training programmes where their collaboration could be further enhanced.

Each collaboration should start with ensuring that everybody involved (including school management) share the same knowledge about CLIL (Dale, 2022). A professional dialogue resulting in the creation of a shared vision can be held for this reason. Coyle et al. (2010) suggest using a 'Diamond 9' activity for identifying goals that both teachers would like to achieve. First, the pair of teachers writes nine 'I want' statements onto small paper squares. The statements are then discussed and rearranged into a diamond shape according to their importance; i.e., the most popular statement goes on the first position, below are two less important statements, then three other statements, then there are two other and lastly, there is the last statement with the least importance and priority. The statements at the top should represent the long-term goals. The next step in collaboration represents determining the content subject's linguistic goals (Van de Craen, Ceuleers & Mondt, 2007, as cited in Vázquez, 2014), and identifying all overlaps in subject and language curricula. These can be mainly found in the areas of concepts, language, or skills (Kelly, 2014a). Teacher collaboration should also include co-assessment practices. The nature of co-assessment collaboration would be dependent on the subject teacher's L2 competence and the overall collaboration structure; i.e., the assessment of language could be executed either by the language teacher, by the subject teacher alone, or by both (Vázquez, 2014).

There are several aspects that have been characterised as traits of effective teacher collaboration. Generally, they can be divided into three categories: team performance, social criteria and personal criteria. It is important that the concerned teachers display commitment and the ability to work together (Truijen, Sleegers, Meelissen & Nieuwenhuis, 2013). Teachers in an effective collaboration have clearly defined roles and they use productive collaborative norms that are determined by clear objectives. Furthermore, their interactions are open and focused on the needs of their learners. The collaboration is supported by the school management in structural, informational, and instructional ways (Main & Bryer, 2005; Slavit, Kennedy, Lean, Nelson & Deuel, 2011). The individual teachers affect the collaboration's effectiveness with the skills and knowledge they possess, and the effort they make (Conley, Fauske & Pounder, 2004). Finally, higher frequency of the teachers' meetings has a positive impact on the team's results because it supports interaction processes like information exchange, learning, motivation, and negotiation (Somech & Drach-Zahavy, 2007, cited in Truijen et al., 2013).

Why collaborate in CLIL

The integration of language and subject content is a core element of every CLIL programme. Therefore, it often becomes clear that a good collaboration of language and subject teachers is desired for the programme's enrichment and success. Apart from ensuring better effectiveness, there are more advantages to teacher collaboration in CLIL.

Generally, there are not many teachers specifically qualified for CLIL. A collaboration between teachers established right from the beginning can, therefore, become useful for the programme's implementation (Vilkancienė & Rozgiene, 2017). Moreover, it represents one of the conditions of CLIL's success (Infante et al., 2015, cited in Vilkancienė & Rozgiene, 2017) and, as research shows, it positively impacts learners' motivation to learn the foreign language (Banegas, Pavese, Velázquez & Vélez, 2013).

According to Benešová and Vallin (2015), teachers can highly benefit from one another in the areas of methodology, language, inspiration, or materials. They can share tips, motivate, and support each other. In a closer collaboration, teachers can plan lessons together and team teach. In case there is no possibility for a collaboration on a school level, it is recommended to establish relationships with CLIL teachers from different schools. That way, teachers can further develop their professional skills and find more inspiration and motivation.

As for the linguistic aspect, Vázquez (2014) identifies several advantages to teacher collaboration. It allows better utilisation of linguistic skills associated with particular content, increases fluency, and supports linguistic strategies needed for communicating content. Content and language can be evaluated more effectively as teachers can use their joint knowledge and decide about assessment practices together. Furthermore, content teachers can be advised on the strategies of developing different linguistic skills.

To sum up, teacher collaboration in CLIL is advantageous on various levels. First, teachers can exchange tips, ideas, and materials. Moreover, they can offer one another support and motivation. High demands of CLIL and different interaction collaborative patterns result in the development of their professional skills. It also allows content teachers to be advised on their L2 skills and on the learning strategies needed to develop learners' linguistic skills. The teaching team can use their joint knowledge in planning the lessons focusing on the best possible ways of integrating language and content. Furthermore, their

work can positively influence learners' motivation and, as a result, elevate the programme's overall success.

In conclusion, this chapter outlined the key concepts relevant for the theoretical framework. Particularly, it characterised CLIL focusing on its definition, the language and content integration principle, its specifications that make CLIL different from other bilingual or L2 programmes, and the process of planning a successful CLIL lesson. Next, the chapter examined the role of teachers in a CLIL programme. Characteristics of a CLIL teacher were introduced, as well as the different roles of subject teachers and language teachers. Furthermore, the chapter presented reasons why subject and language teachers should cooperate and how such cooperation could look like. From the stated reasons, it became clear that subject and language teacher collaboration has its righteous place in any CLIL programme. Therefore, the following chapters of this thesis will attempt to answer the question of *how subject and language teachers could collaborate in order to create a successful CLIL lesson.*

3. METHODS

This chapter aims to introduce the research and, specifically, how it was conducted. After restating the research question, a thorough description of the research process will begin. The description will focus on the research subjects, tools, and other relevant information regarding the process.

The research question is *how subject and language teachers could collaborate in order to create a successful CLIL lesson*. There had been two possible options for conducting the research: a qualitative way that would focus on a small number of teacher pairs and would compare and contrast aspects of these particular collaborations in detail, and a quantitative way that would include a larger amount of teacher pairs and would be on a more surface, yet more general level. I had suspected that it would be rather challenging to find a large number of pairs of teachers that collaborate in CLIL and would be willing to participate in my research. Therefore, I decided to do qualitative research that focuses on two pairs of teachers from two different schools.

The research was conducted in spring 2022, particularly from March to May. Collecting the data lasted longer than I had expected, mainly because of different aggravating circumstances that caused lengthy arrangements of the appointments for the interviews and lesson observations. The research took place in two lower-secondary schools in the Czech Republic, one in Pilsen and the other one in Prague.

My first subject was a teaching pair from the 2nd Elementary School in Pilsen (2. základní škola Plzeň). The school is of medium size, with about 600 learners from ages 6 to 15 (primary and lower secondary education). English is taught there from the third grade, three times a week. The CLIL programme was first implemented by one of the teachers of the subjected pair (the language – English and German – teacher) seven years ago. A year later, this teacher asked one of her colleagues (Civics and History teacher) if she would like to join her. They have been teaching Civics using the CLIL method for six years. This teaching is only realised in one class in 8th grade. The subject has been taught this way since 6th grade. Currently, it is the only class with a regular CLIL lesson at that school. The language teacher had first learned about the CLIL method in seminars focused on second language acquisition. Afterwards, she attended several CLIL workshops and seminars within the in-service training of educational staff. The subject teacher had learned about CLIL from her colleague. She also attended CLIL workshops. Both teachers are currently self-educating on the topic

of CLIL rather than attending seminars as there have not been any due to the COVID-19 pandemic. The teachers started to work at that school at the same time, twenty-eight years ago. For the same amount of time, they have been teaching the subjects that are part of this research (i.e., English and Civics).

The second teaching pair works at the Hanspaulka Elementary School in Prague (Základní škola Hanspaulka). It is a medium sized school with approximately 600 learners. The school offers primary and lower secondary education for learners from 6 to 15. First graders and second graders can learn English twice a week voluntarily. Since third grade, all children learn English three times a week. The CLIL method started there three years ago and since then it has been implemented into different lessons in all grades and classes. Learners at the primary level have CLIL lessons three times a week while older children from the lower secondary level have CLIL twice a week. The subjects taught using CLIL are for example Arts, Geography, Physics, Natural Sciences, Music or Work Activities. Because of the extent to which CLIL has been implemented at this school, there is a school CLIL coordinator whose role it is to handle all the CLIL matters like managing the subject and language teachers or handling public relations. All CLIL lessons are the result of cooperation between two teachers – a Czech subject teacher and a native English teacher. The number of teachers that teach in CLIL and cooperate is quite high. Usually, the language teachers have simultaneous collaborations with different subject teachers. For the purpose of my research, I focused on one particular pair of teachers that teach Work Activities in three 8th grade classes. Both teachers had first learned about CLIL approximately a year before it was implemented into the regular school schedule three years ago and since then, they have been teaching using the method together and with some other teachers in different subjects. Before it started, the school management invited a CLIL specialist that gave three thorough workshops on CLIL for all teachers that would be involved in the programme. Currently, they do not attend any CLIL workshops or seminars because of the recent pandemic. The language teacher has been teaching English for four years which is also the same time that she has been teaching at the Hanspaulka Elementary School. The subject teacher started to work at the school in 2003 and she has been teaching Work Activities for eleven years.

The decision about what research tools would be most appropriate was conditioned by the qualitative character of the research. To best fit its needs, I chose a combination of two

research tools: lesson observation and interview. Both were designed in reference to the theoretical background.

The first tool is lesson observation. The objects of the observations are the pairs' collaborations while team teaching a CLIL lesson. The main objective was to identify the presence and properties of certain collaboration elements. An observation sheet (see Appendix 1) was used as a means to identify these elements. The elements in the observation sheet were chosen in accordance with the theoretical background. The sheet is divided into three main parts: general information about the lesson (date, class, subject, language and content objectives), chronological order of the activities (with attention to both teachers' roles), and observations of the individual elements. The last section is further divided based on the different areas that the elements cover, with considerable focus given to the areas of content teacher, language teacher and their collaboration.

The standardised interview (see Appendix 2) consists of 24 questions which can be freely organised into the following areas: general information about the school and the teachers, general information about the interviewees' experience with CLIL, school management's approach, the collaboration itself, and the interviewees' perceptions and opinions. The purpose of the first two areas (questions 1 to 10) is to provide general information about the research subjects that can be found earlier in this chapter. The rest of the questions are intended to answer the research question and will, therefore, be the centre of focus in the following chapter. The main source of inspiration for the question design were the parts *Characteristics of a successful collaboration* and *Why collaborate in CLIL* in the theoretical background. Therefore, some of the questions correspond with the theoretical findings on effective teacher collaboration (like support from the school management, clearly defined roles within the collaboration, the frequency of their meetings intended for planning etc.). During the interviews, only the pair from Hanspaulka Elementary School agreed to have the interview recorded. When interviewing the pair from 2nd Elementary School in Pilsen, I took notes which I then rewrote into full sentences and sent them to the teacher pair for revision and approval. Therefore, the written form of their interview is not a direct transcript as is the case with the other teacher pair. For that reason, the full interviews are not included in the appendix, only the questions are.

Before I started the actual research, I had to find and contact schools that would fit both requirements of my research. Firstly, there needed to be a regular and long-term CLIL

programme at the school, and secondly, there had to be a pair of a language teacher and a content teacher collaborating in the CLIL programme and team teaching in CLIL lessons. Finding the subjects that would fit these conditions took longer than expected because many of the schools I had contacted via email either did not respond or they did not meet the requirements. After finding the pairs, I first visited the school in Pilsen and interviewed both teachers at the same time. The interview was done in Czech. There was no time for the lesson observation on that day; therefore, I went to the school about two weeks later to see the CLIL lesson. The process was very similar to the Prague school as I also had to go there twice in order to collect all relevant data. At the school in Prague, I interviewed the teachers separately because one of them was not a native Czech speaker; therefore, the interview with that teacher was held in English. Finally, I analysed the collected data with the aim of finding aspects of both collaborations that were either common or distinct for the pairs.

In summary, this chapter focused on the process of conducting the research. It described when and where the research was done, and it provided thorough information on the research's subjects. Next, it stated what tools were used to collect the data, and how the tools were designed. Finally, there was a description of how the research was conducted and how the data was analysed. The analysis and its results will be the focus of the following chapter which will attempt to compare and contrast both teacher pairs and their collaborations.

The purpose of this chapter is to present the results gained from the interviews and lesson observations from both schools and to comment on the differences and similarities between the two collaborations with reference to the theoretical background. The chapter will be divided into four sections. The first section will present and compare the data from the lesson observations. In the second section, there will be an analysis and comparison of the interviews. The next section will comment on the relations between the key aspects found in the interviews and the lesson observation which will then be related to the theoretical background in the last section.

Lesson observations

In this section, I will describe both lessons and any other relevant information with the main focus being on the individual teachers and their roles during the lessons, and on the actual collaborations. After the descriptions, I will comment on the differences and similarities between both pairs.

2nd Elementary School in Pilsen

The following table shows all relevant general information about the lesson.

Table 2

General information about the lesson, 2nd Elementary School in Pilsen

Date	21st April 2022	*Learner's age*	13-14 years
Subject	Civics (Občanská výchova)	*Topic*	Terrorist organisations
Language objectives	Learners will be able to understand key vocabulary. Learners will be able to match characteristics of different terrorist organisations with their names based on reading a short text.		
Content objectives	Learners will be able to identify terrorist organisations based on their description.		

The lesson started with both teachers greeting the learners at once. Afterwards, the subject teacher indirectly communicated the lesson objectives to the learners by telling them what they would do during the lesson. To activate schemata, the language teacher asked several questions in English about terrorism and terrorist organisations and called on different

learners to answer. The learners had the option to answer either in Czech or in English, according to their preference.

Then, there was a quick vocabulary revision activity during which learners matched terrorism-related vocabulary to the Czech equivalents using the Wordwall online interactive tool. The activity was directed by the language teacher. Following was another revision activity. This time it was focused on the content itself and, therefore, it was led by the content teacher who asked the learners to summarise the definition of terrorism in their own words.

The next task was a variation of the memory game focused on key vocabulary. One of the learners was behind a closed door while both teachers organised the rest of the learners and gave each either a Czech or an English equivalent of the words. The language teacher's role was to give instructions and organise the whole activity. The subject teacher helped to organise the learners at the beginning.

Afterwards, the content teacher gave a lecture on the lesson's topic: terrorist organisations. She introduced the most famous terrorist organisations in their historical context and continued by asking the learners several comprehension questions. This part was done in Czech. During that activity, the language teacher was preparing materials for the next task.

The following task was a written revision of the main topic in English. The language teacher distributed worksheets with the text and instructed the learners to work in pairs. Their task was to match the names of different terrorist organisations with their characteristics. The text was in English, and some of the possibly unknown words had their Czech translations in brackets. While the learners were doing the task, both teachers were monitoring and offering feedback.

Next, the task was checked. Both teachers were involved; however, they had their roles divided. First, the language teacher called on different learners to read the descriptions and say the correct answers. As the learners were reading in English, the teacher was also correcting their pronunciation. Afterwards, the subject teacher called on some of the learners to summarise the main points of the text in Czech. The same was then done in English by the language teacher.

At the end of the lesson, there were a few minutes left. The teachers decided to do the memory game again. Only this time, there were three players instead of just one. The whole activity was conducted by the language teacher.

Lastly, both teachers evaluated how the lessons went. They namely praised some of the learners and gave these learners grades for their active participation. The decision on who should get the grade was done by both teachers. If there were learners that felt they deserved a grade, too, the teachers considered it.

The overall class atmosphere was supportive, and the learners were active for the most part. During the majority of the time, the learners and the teachers worked in a full-class interaction pattern. The main material was a teacher-made worksheet with text about terrorist organisations. The material was used by both teachers; however, mainly by the language teacher as the text was in English. The time devoted either to language or content was rather balanced with a slight predominance of content-related activities. From the L2 aspect, the content was supported by terrorism-related vocabulary.

The language teacher spoke mainly in L2 and would switch to L1 sometimes when giving instructions. Her L2 talking style was neutral and she often used scaffolding strategies to help the learners understand. The subject teacher only used L1.

The lesson offered an insight into how the teachers collaborate. Most of the activities were led by either one or the other which corresponded with whether the activity was done in English and was language-focused or in Czech and was content-focused. They began the lesson together by greeting the learners. Moreover, they ended the lesson together, too, by evaluating the lesson and praising some of the learners. Both teachers gave instructions for the activities that were led by themselves. For some activities, both teachers managed the class or monitored at the same time (e.g., organising the memory game or monitoring the reading pair-work task). If there were any problems, or if the classroom behaviour was disruptive, both teachers responded quickly. During the lesson, the teachers were communicating with each other both verbally and non-verbally. Sometimes, they would communicate in front of the learners, too (e.g., when making decisions on what activity they should do at the end of the lesson). Together, they would also agree on which learners should be graded for their active participation. Overall, it was evident that the lesson had been planned carefully. The whole lesson ran smoothly, the teachers always knew whose turn it was to lead an activity, and all materials and tasks had been prepared beforehand.

Hanspaulka Elementary School

General information about the lesson is shown in the table on the next page.

Table 3

General information about the lesson, Hanspaulka Elementary School

Date	11th May, 2022	Learner's age	13-14 years
Subject	Work Activities (Pracovní činnosti)	Topic	Job interview
Language objectives	Learners will be able to match job interview questions in English with their Czech equivalent.		
Content objectives	Learners will be able to prepare their answers for job interview questions.		

At the beginning, both teachers greeted the learners simultaneously. Before starting the actual lesson's topic, the subject teacher informed the learners about motivational letters which they had been writing during the previous lessons.

Next, the language teacher instructed the learners to open their notebooks and she introduced the topic of job interviews. To back up her lecture, she used a PowerPoint presentation which included some of the most typical job-interview questions which the learners had to note down in their notebooks. Afterwards, she focused on the question of strengths and weaknesses, and she called on some of the learners to tell the class about their strengths and/or weaknesses. This whole part was held in English. The subject teacher's role during that activity was to offer individual help to the learners in Czech.

Following was a video of a mock job interview in English. There were no instructions that would precede the video; however, after viewing the video, the language teacher asked the learners some comprehension questions and she tried to focus their attention mainly on how the job interview questions were formulated. The subject teacher was not involved in this activity.

For the last activity, the subject teacher divided the learners into pairs and gave each pair a worksheet in Czech and a set of questions in English. The worksheet consisted of Czech equivalents to the questions in English and descriptions of what the answers to these questions should include. Their first task was to match the English questions to their Czech equivalents. Next, they had to write down how they would answer the questions during a job interview. They had the option to write the answers either in Czech or in English, based on their preference. They could also discuss their answers with their partner; however, the actual answers had to be written by themselves. While the learners were working, both teachers were monitoring, helping, and giving feedback. The language teacher would occasionally

ask the learners some follow-up questions in English. This activity went on until the end of the lesson. There was no summary or overall feedback.

At the end, the subject teacher gave the learners information about what they would do the following lesson and then the lesson ended; therefore, there was no formal ending that the teachers would do together.

The class atmosphere felt neutral, and the learners were mostly active. The classroom interaction pattern ranged from full-class to pair-work and to individual work. There were three materials used: a PowerPoint presentation, a video, and a worksheet. All three were used for both language and content. There was no distinction between language and content activities as all activities were focused on both at once. In L2, the content was mainly supported by phrases (questions) typical for job interviews.

The language teacher spoke strictly in L2 and her talking style was neutral. She used scaffolding strategies (e.g., paraphrasing) when the learners had problems understanding. The subject teacher spoke only in L1.

As for the collaboration itself, both teachers had their own activities which they would give instructions for; however, the other teacher would usually assist with monitoring or giving feedback. They did begin the class together; however, there was no joint ending. The way that they communicated with each other was less visible to an outsider's eye, and it was mostly non-verbal (e.g., nodding or gestures). They were both involved in responding to classroom behaviour or any other aroused problems. There was clear evidence of the lesson being thoroughly pre-planned. All activities and materials had been planned beforehand, as well as the whole lesson outline and the teachers' individual roles (who would lead which activity). There was no evaluation process during the lesson.

Commentary on the differences and similarities

Both lesson observations demonstrated many characteristics of both teacher pairs' collaborations. In many aspects, the ways the teachers worked together were similar; however, there were some differences, too. Table 4 displays the similarities and differences between the lessons and the collaborations. Afterwards, the similarities will be commented on at first, and the differences will follow. For readability purposes, the lesson and the teachers from 2nd Elementary School in Pilsen will be referred to as lesson 1, language teacher 1 and subject teacher 1. Therefore, the lesson and the teachers from Hanspaulka Elementary School will be referred to as lesson 2, language teacher 2 and subject teacher 2.

Table 4

Similarities and differences observed in the lessons

Similarities	Differences
Each teacher had their own activities	Communicating the lesson objectives
Starting the lesson together	Ending the lesson together
Subject teachers used L1 only	Overall lesson evaluation
Neutral L2 talking style, scaffolding	Language teachers used L2 only
L2 lexical support to content	Native language teacher
Teacher-made materials	Content or language focus of activities
Materials used for both content/language	Language of presenting content
Learners' active participation	Verbal communication
Option to use Czech or English	
Both involved in giving instructions	
Both involved in managing classroom	
Both involved in responding to problems	
Language teachers giving feedback on content	
Non-verbal communication	
Evidence of pre-planning	

One of the most striking similarities was the way the lessons and their activities were organised. In both lessons, the activities were led either by the language teacher or the subject teacher. There were no activities that would be led by both teachers at once. Another similarity was the fact that the teachers started the lesson together by greeting their learners. When it comes to L1 or L2 language use, both subject teachers were strictly using only L1. The language teachers' L2 talking style was neutral (i.e., not idiomatic or overly simplistic), and they used scaffolding strategies to enhance their learners' understanding. In both instances, the content was supported by the language through lexis (either vocabulary or larger chunks of language related to the topic). The main materials that the teachers used to achieve the lesson objectives were worksheets that were teacher-made. In both lessons, the worksheets were used for both content and language. Both pairs prepared engaging activities, and so the learners mostly participated actively. Moreover, there were tasks in which the learners had the option to use either Czech or English, according to their preference (e.g., answering the language teacher's questions in lesson 1 or writing the answers to the job interview questions in lesson 2). During the lessons, all teachers were

involved in giving instructions, managing the class, and responding to aroused problems. When giving feedback, both language teachers were not only involved in commenting on the learners' language but also on the content. On the other hand, the subject teachers were only giving feedback on the content. Concerning the immediate communication between the teachers, they all used non-verbal signals like nodding or gesturing, although in lesson 2, the non-verbal communication was less apparent. Both lessons also showed evidence of previous planning such as using pre-planned materials or the fact that the lessons ran smoothly.

The first difference emerged right at the beginning when there were no lesson objectives communicated to the learners in lesson 2. In lesson 1, the objectives were communicated indirectly by telling the learners what they would do in that lesson. Ending the lesson was also different because the teachers in lesson 2 did not end the lesson together, as was the case in lesson 1. Moreover, in lesson 1, the teachers included an overall evaluation of the whole lesson. Another difference concerning the collaboration was verbal communication during the lesson. In lesson 1, the teachers communicated verbally in a very noticeable way, while in lesson 2, there were no signs of verbal communication. Regarding the language teachers' preference of L1 or L2 use, language teacher 2 only used L2 while language teacher 1 sometimes switched to L1 when giving instructions. That might have been due to the fact that language teacher 2 was a native speaker of English which marks another difference between the teacher pairs. Other differences regard the way language and content were integrated throughout the lesson. While in lesson 1, there were activities that were either language-focused or content-focused, in lesson 2, the activities were mostly focused on both language and content at the same time. Furthermore, the content in lesson 1 was first presented in L1 (the subject teacher gave a lecture on terrorist organisations) while in lesson 2, it was first introduced in L2 (the language teacher gave a presentation on job interviews). That led to the fact that the roles of the teachers in lesson 2 often overlapped because the language teacher was frequently handling the content. On the contrary, the roles of the teachers in lesson 1 were divided more strictly (i.e., the language teacher mostly directed the language-focused activities, while the subject teacher directed the content-focused activities).

In conclusion, the ways the teachers collaborated during the lessons were similar in many aspects just as organising the management roles or being involved in all classroom processes.

However, the communication between the teachers was distinct as was also the manner in which the lessons were ended. More differences could be observed in how content and language were integrated in order to formulate the whole lesson. Also, the language teachers' roles and their L1/L2 usage differed. Overall, the lesson observations displayed how both teacher pairs work together during a lesson. Other aspects of their collaborations were disclosed during the interviews which will be dealt with in the following section.

Interviews

This section aims to provide deeper information about the teacher pairs' collaborations based on the data gained from the interviews. The results will be presented as direct quotes (translated to English from the original) followed by a commentary aiming to compare the answers of both pairs. Questions and results relating to the same topic will be presented and commented on simultaneously. The teacher pair from 2nd Elementary School in Pilsen will be referred to as teacher pair 1, while the pair from Hanspaulka Elementary School will be referred to as teacher pair 2.

Do you feel enough support from the school management? If yes, how does the support look like?

Teacher pair 1: "Yes, definitely. The management supports us and we are satisfied with the extent of their support. They regularly do observations in our lessons and we generally feel that they are trying to maintain CLIL at our school."

Teacher pair 2: "We do think the management is supportive, very much so. They do a lot of checking in and so they ask if things are working or not. They also brought in the workshop at the beginning which was really helpful. They send out surveys; if they see us in the hallways they ask how things are going etc."

Do you have regular CLIL meetings with the school management?

Teacher pair 1: "There is always some kind of summary of what is currently happening with regards to CLIL during the regular pedagogical meetings where other teachers are present, too. Purely because of CLIL, we always meet with the school management before the beginning of each school year. Other meetings are held only as required."

Teacher pair 2: "No, we wouldn't say regular. At least for us, maybe Lenka *(note: the school CLIL coordinator)* does. But for us it is just a question in the hallway or they will send out a survey for us to fill out."

33

Does the school management also support your collaboration? (e.g., by providing you with the same free hours or by putting your teacher rooms nearby one another)

Teacher pair 1: "We do have mutual free time in our schedules that we use for planning the lessons. If there was not any, it would probably be no problem for the management to solve it. Otherwise, there has never been any problem that we would have to settle with the management, and so we do not really know what else to say."

Teacher pair 2: "They have tried to make room in Lenka's schedule, so she is available to translate between the teachers or in case any of the teachers need to resolve something CLIL related." *Language teacher:* "As there are a lot of teachers that I do CLIL with, there is not enough time to sit down with everybody. There are only two teachers, including this particular collaboration, that I sit down with because we have the room in our schedules. With the rest we just talk at the end of the lesson and then email the details."

These three questions aim to get an insight into the school managements' attitudes about CLIL and the ways they support the collaborations. Both pairs feel satisfied with the level of support they receive from the school management whether it is in the form of coming to see the CLIL lessons (teacher pair 1) or conducting a survey about the teachers' opinions and perspectives (teacher pair 2). It seems though that the first pair is in a more direct contact with the school management than the second pair is. Teacher pair 1 regularly talks about CLIL with the management at pedagogical meetings and then they meet for a more thorough discussion at least once a year, while teacher pair 2 provides information to the management indirectly (via surveys) and then they talk in a rather informal hallway conversation. However, the reason for that will probably be the fact that at the Hanspaulka Elementary School, there is a school CLIL coordinator, so she will be the one regularly reporting to the school management. When it comes to direct support of the collaborations, teacher pair 1 does have mutual free time for planning their lessons. The second pair also has time for planning the lessons together; however, it is not common to have the time for all the other pairs at that school due to the number of teachers that cooperate on CLIL together. The teachers did not mention any other specific ways in which the management could support their collaborations.

Did you decide for the collaboration yourself or was it the school management's decision?

Teacher pair 1: "It was entirely on our own initiative." *Language teacher:* "I was the one who got interested in doing CLIL but I knew I could not do it alone so I asked my colleague if she would like to cooperate with me and she agreed."

Teacher pair 2: "It just somehow came about." *Subject teacher:* "So the coordinator identified from the English teachers who would be suitable to do CLIL with us and then when I found out I could work with my colleague here I asked her if she wanted to teach with me. So, it was kind of a mutual agreement."

The decision about collaborating on CLIL together stems from a much larger decision and that is the decision about the implementation of CLIL at the schools in the first place. At the 2nd Elementary School in Pilsen, the first initiative came from the language teacher, not the school. Therefore, the collaboration itself was also formed based on the teachers' mutual agreement. At the other school, it was the school management who decided to start CLIL. As a result, the teachers who wanted to be involved knew they had to have a partner to do CLIL with, and with this particular teacher pair, the decision that they would be working together was also their mutual agreement.

Do you cooperate with anyone outside of your school?

Teacher pair 1: "Currently not. And because of the pandemic, we are not even in contact with somebody else. But in the past, we used to cooperate with a CLIL specialist and we used to do shadowing during that cooperation."

Teacher pair 2: "No, it's all inside the school with the other teachers."

Teacher collaboration in CLIL can also exist between teachers from different schools or between teachers and CLIL specialist, and both can be very inspirational and beneficial. The latter is the case for teacher pair 1 who used to have such collaboration in the past. Teacher pair 2 only cooperates with the other teachers from their school, so there is no outside influence on the ways they do CLIL in.

How often do you meet because of your CLIL collaboration?

Teacher pair 1: "We meet once a week, always before our next lesson which we plan together during the meeting. The length of the meetings depends on whether we need to

prepare some extra teacher-made materials or not. So sometimes the meeting lasts about forty-five minutes; other times, the meeting is a bit longer."

Teacher pair 2: "We have a meeting every other week and for the rest of the time we use a shared online table where we put everything. Because we have three classes and each has its own pace, it is really necessary for us to do it like that. We find it very handy because it also means that we do not need to cancel the lessons when one of us is not at school."

Both pairs have a rather distinct ways in which they meet and plan their lessons. The first pair meets regularly before every single CLIL lesson and during that meeting, they make the lesson plan together. The second pair does not hold meetings before each lesson, and they generally meet less frequently (biweekly instead of weekly). Additionally, their meetings are not focused solely on one class because they need to discuss all three classes that they teach together. For these reasons, they use an online aid which helps them to organise all the lessons and have everything under control.

Could you describe how your collaboration works?

Teacher pair 1: "As we have already mentioned, we prepare our lessons together during our weekly meetings and we team-teach every lesson. When planning, we primarily look at the content and then we add the language component to it. When it comes to, for example, who prepares some extra materials, it always depends on whether it is focused on content or on language."

Teacher pair 2: "So simply put, we discuss what is the next lesson's topic and what the goals are and then we always prepare our own parts. So, one of us prepares the content part and the other one the language part." *Subject teacher:* "And when it comes to speaking English, I usually speak in Czech but at times I kind of drift to English because I hear it around me, so the children can hear my English which can be sometimes challenging but it is what it is." *Language teacher:* "Then, for example when we assess, we keep the language separate because the school management said they did not want language to be assessed in CLIL lessons. But sometimes I will give bonus grades for the ones who did their best. So of course, I do give feedback for the language."

This question relates to and sums up some of the previous questions. Generally speaking, the collaborations have some things similar but others not so much. The common thing is that they mostly divide their roles so that the language teacher is responsible for the language

36

and the content teacher is responsible for the content. Nonetheless, it seems that teacher pair 2 keeps the planning process rather separate (i.e., they do not necessarily plan all the activities together). This can be due to the fact that, when compared to teacher pair 1, they do not meet before each of their lessons. Another similarity is giving more importance to content rather than language. This is evident in planning the lessons primarily around content (teacher pair 1), or by not focusing on language during assessment processes (teacher pair 2).

When team teaching, how do the lessons typically look like?

Teacher pair 1: "Well, that mostly depends on what the topic is or what the goals are. Usually, we prepare the lesson, and that lesson plan is what conditions our roles during that lesson. But generally, we can say that the lessons are divided into two main parts – the content part and the language part – and that determines who does what. However, some lessons will be more about content, while others will be more focused on language. We also try to include as many videos as possible in the lessons, and we often use the Labyrinth textbook." *Subject teacher:* "Next, there is also a division between who speaks what language. Because my English level is not high enough, I strictly speak in Czech during the lessons."

Teacher pair 2: "So, we teach the same topic in two different languages and usually the subject teacher likes to start the lesson reviewing the lesson before, so that is usually done in Czech. But then we always end the lesson with an English sentence about the topic so that every student is speaking English every week. So, we provide a sentence frame that they can use, or they can just tell us what they did in the Czech part in English, but we just expect every student to speak in English at least once in the lesson. But then we have some lessons that are only in Czech and some that are only in English; it just kind of depends on each topic or if it is something they have already learned the vocabulary for or if it is all new vocabulary."

One of the most striking differences is how they deal with language and content integration during the lessons. Teacher pair 1 prepares the lessons with parts focusing either on content or on language, while teacher pair 2 has parts of content in Czech and parts of the same content in English. Furthermore, the second pair sometimes include lessons that are solely in one of the two languages. However, both pairs seem to agree on one thing and that

is the fact that the structure of each lesson is dependent on its topic. Another similarity is the language used by subject teachers. In both cases, these teachers speak in Czech, although, subject teacher 2 sometimes gets carried away and starts to speak in English, too (as was said in the answer to the previous question).

For the language teacher: **If you teach English to the same group of learners as is in the CLIL subject, do you devote some class time to preparing the learners for the CLIL lessons?**

Language teacher 1: "Not when it comes to preparing the learners before the CLIL lessons. But after, I do regularly reflect with them on what we learned in Civics. So, in the English lessons, we will reflect on that and review."

Language teacher 2: "I don't think I do anything before, but I do try to make connections. It usually depends on the topics, so for example now we do CVs in the eighth grade, and they struggle with the present perfect, so I try to make some connections with that. Normally, though, I usually do something after the CLIL lesson."

Both teachers teach English to the same group of learners that they have in their CLIL class, and it would be only natural if they somehow incorporated the CLIL lessons into their English lessons either in the way of practicing the grammar or vocabulary related to the CLIL topic or reviewing the content. Their answers show that the ways they do that are quite similar. Neither takes the time in their English lessons to actually prepare the learners for the upcoming CLIL lessons. However, they both usually devote some class time after a CLIL lesson has already passed. This can be either in the form of reviewing or reflecting on the CLIL lesson.

What would you say are the advantages of your collaboration?

Teacher pair 1: "So, for the learners it is just something different and it makes the lessons more attractive to them."

Teacher pair 2: "Well, the children are getting the material twice, so the subject teachers say they have noticed an improvement in assessment scores because when it was taught to them in English the second time it helped them review. And then it's just an opportunity to use English, so it's just more practice and more exposure."

What would you say are the disadvantages of your collaboration?

Teacher pair 1: "We do not see any disadvantages."

Teacher pair 2: "So, it does take more time and you do have to adjust to that. We need to be given more time in the curriculum to teach the particular topics which can be a little frustrating sometimes because there is a lot of information to cover."

Regarding the advantages, both couples perceive the benefits of their collaboration in terms of advantages for their learners not for themselves, whether it is the attractiveness of the lessons (teacher pair 1) or more exposure to English (teacher pair 2). For the disadvantages, teacher pair 1 says they do not view any disadvantages to their collaboration. However, the other pair acknowledges that one of the disadvantages is that it is generally more time-consuming and that there is not enough time to teach everything in the curriculum using the CLIL method. None of the teachers mentioned any advantages or disadvantages that there could be in relation to working together as a teacher pair (i.e., not advantages or disadvantages that their collaboration or CLIL bring to the learners).

Are there any barriers to your collaboration?

Teacher pair 1: "We cannot really think of any. The pandemic was a kind of barrier, but we just switched to online teaching and as a result we all managed pretty good."

Teacher pair 2 (language teacher): "So the first one is the time and then there is another one which has turned more into a strength because one of the fifth-grade teachers, that I also cooperate with, does not speak a lot of English, so we only plan through email because of Google Translate. And in the lessons, I will make the presentation of the topic in English and then he will speak in Czech but neither one of us really knows what the other one is saying which has forced the kids to really step up and help translate between us which I think has now turned into a benefit for the learners but at the same time it does make things a little hard for us planning."

Teacher pair 1 does not perceive any barriers to their collaboration which can be linked with them not seeing any disadvantages or feeling supported by the school management. The language teacher from the second pair, on the other hand, feels that insufficient time can be a problem. She also mentions one of her other collaborations and says that another barrier is not sharing a common language with the other teacher which makes planning more difficult. However, according to her experience, this can actually be beneficial to the learners. These perceived obstacles can be the result of having several CLIL collaborations with different

teachers which is something that does not concern the first teacher pair as they only have CLIL in one class.

Would you say that your collaboration makes the implementation of CLIL at your school more successful?

Teacher pair 1: "Definitely yes because there would be no CLIL if we did not cooperate since neither of us is qualified to teach both English and Civics."

Teacher pair 2: "Yes, it does. So, in the beginning all of us were really scared and hesitant but as we did it more often, it has gotten better and better and we still have lots of room to improve." *Subject teacher:* "I also think that doing CLIL alone is only for somebody who is very proficient in English, which is definitely not me, so I would never agree to do it alone but thanks to this cooperation I can do CLIL, too."

According to both pairs, the fact that they collaborate results in a generally more successful implementation of the CLIL method. Teacher pair 1 acknowledges that they would not be able to have CLIL if it was not for the collaboration, and that is something that the subject teacher from the other pair implies in her reply, too. These assumptions might stem from not having enough assurance to teach something we do not feel confident in, whether it is language teachers not knowing the content properly or subject teachers not having sufficient proficiency in L2.

How do you think the learners feel about your collaboration?

Teacher pair 1: "We feel it is very positive for them in general, and as we have already said, it just makes the lessons more attractive to them."

Teacher pair 2: "They always seem excited when the English teacher comes for CLIL. So, it is hard to say if they think it is easier and they get to play more, or if they genuinely enjoy it and they are excited."

The last question seeks to find out whether the teachers have noticed any changes in their learners' perceptions that might be due to their collaboration. Of course, the answers cannot be viewed fully objectively because they are merely conjectures about someone else's thoughts; however, even like that, it can be valuable information because teachers always get any kind of feedback from their learners. The fact that both pairs think their learners

perceive the collaborations in a positive manner might be linked to the previous question; in fact, it might be one of the contributing reasons.

Linking the lesson observations to the interviews

The lesson observations and the interviews provided thorough information on both collaborations and the ways they team-teach the lessons. However, to gain a fuller view of how the teachers work together, key aspects of their collaborations, that were observable during the lessons, need to be identified. Hence this section will look at the data from the interviews and the lesson observations and will attempt to compare and integrate them for each teacher pair.

During their interview, teacher pair 1 said they usually divide their lessons into content parts and language parts. This was apparent in the observed lesson, too, when there were activities focused either on the content or the language. In that lesson, all the language tasks were supporting the content via content-related vocabulary. Next, they said they typically include videos or tasks from the Labyrinth textbook. Neither of these was present during the lesson which, of course, does not necessarily mean that they do not include them in most of their other lessons. Regarding the languages used by the teachers, the subject teacher did not use any English during the lesson, just as she said in the interview. Furthermore, it is possible to link the teachers' perception of their learners' feelings to their active participation as it can be one of the signs that the learners enjoy the lessons indeed and find them attractive. Overall, the lesson corresponded to the teacher pair's answers in the interview to a large extent.

There is one aspect of teacher pair 2's collaboration which appeared in the lesson observation and the interview, and which is distinct from teacher pair 1. This aspect is the language and content integration. The teacher pair fully integrates language into the content, so that eventually the learners meet the content twice (in Czech and in English). That was evident in the lesson when there were no activities that would be purely focused on the language. The overall lesson structure was different from what the teachers described in the interview. The lesson was indeed started by the subject teacher, and it was related to the previous lesson, but there was no review, and the teacher was rather talking about some organisational matters. According to the interview answers, they finish all lessons with all learners saying a sentence about the topic in English; however, that was also not the case

this time. Even in this lesson, the learners were participating actively which can be, again, linked to the teachers' perception of the learners' views on their collaboration, just as with the first teacher pair.

To conclude, the gathered data display many similarities and differences between both collaborations and how the teacher pairs manage the team-teaching. However, it is not possible to compare the collaborations without putting everything into the context of their schools. Both schools have undeniably different CLIL cultures which have effects on the nature of the collaborations. At 2ⁿᵈ Elementary School in Pilsen, the subjected teachers are the only teachers that do CLIL and, therefore, they have more time to focus on individual lessons and there are more options to be in direct contact with the school management. Hanspaulka Elementary School, on the other hand, recognizes CLIL as one of its main priorities that is implemented in all grades throughout the whole school. To do that, there need to be many CLIL teachers that collaborate with several of their colleagues at the same time and that are under the control of an appointed school CLIL coordinator. As a result, the teachers do not have enough time to focus on each of their lessons and they cannot get individually directed support from the school management. What also greatly influences the implementation of CLIL at that school is the fact that there are native English speakers fulfilling the roles of CLIL language teachers. Despite working under such differing conditions, both teacher pairs still displayed many similarities in their collaborations. Many of these can be linked to the characteristics of successful teacher collaboration that were introduced in the theoretical background. Exactly that will be the focus of the following section.

Relating the findings to the theoretical background

It seems convenient to start this section by stressing the main question of this research. That is, how subject and language teachers could collaborate in order to create a successful CLIL lesson. In the preceding lines, various aspects of the two collaborations have been revealed, showing us different (and equal) ways of how teachers could collaborate when doing CLIL. To see if these ways can indeed contribute to a successful implementation of CLIL, it is essential to find some connections with the theory. This section will, therefore, summarise the main findings and relate them to the theoretical background.

First of all, the lessons will be examined without paying much attention to the collaboration aspect. Due to the nature of content and language integration, CLIL lessons have their specifications (see pp. 9-12). Both lessons that were the subjects of lesson observations in this research displayed several of these specifications and their presence can be validated as signs of the lessons' success. The specifications that were observed in both lessons include conceptual fronting (both lessons were built around the content), setting the objectives (content and language objectives were set in both cases) scaffolding (used by the language teachers), selection and adaptation of materials (teacher-made materials with key lexis in the other language) and peer cooperation (pair-work tasks). All these specifications cause that planning a CLIL lesson also requires a special approach. The theory highlights the importance of language and content teacher cooperation when planning CLIL lessons. Both teacher pairs demonstrated that planning the lessons together is an important part of their collaborations; although, it is more truthful for teacher pair 1 as they have generally more time and space to plan all their lessons thoroughly. Their lesson was also structured more coherently as there were leading and concluding activities. However, as they outlined during the interview, the second pair's lessons are normally structured similarly, too, it just was not the case with the particular lesson that was being observed.

Regarding the teachers in CLIL, it is appropriate to mention that from the types of teachers that can be involved in this method (see p. 16), the teachers from this research fall into the category of subject teachers and language teachers collaborating as a team. Both subject teachers prefer to speak only in L1 during the lessons, and so the language teachers need to be present for the linguistic needs of the CLIL lessons. As the theory implies, there are many drawbacks to doing CLIL alone without working with another teacher. Having subject teachers collaborate with language teachers is a way of dealing with these drawbacks and both teacher pairs in this research are proof of that.

Proceeding to the actual collaborations, both pairs have the same collaborative form (see pp. 17-18). That is, the teachers teach together and because of subject teachers' insufficient L2 skills, the language teachers offer linguistic support. In both cases, the language teachers appear in all three stages (before, during and after; see p. 18) with similar roles. Before the CLIL lessons, they are both involved in the planning process. During the lessons, they offer linguistic support to the learners and manage the language-focused activities; although,

language teacher 2 is also involved in directing content tasks. Finally, they review and reflect on the CLIL lessons during the actual English lessons.

As theory suggests, one of the most important aspects of having a successful teacher collaboration is the support from school management. In both cases, the managements' support can be seen in the areas of timetabling and training. The former is either in the form of giving the language teachers the same group of learners for their English classes or allowing the teachers mutual free time for planning; the latter is implemented either by allowing the teachers to attend CLIL seminars within the in-service training of educational staff (teacher pair 1) or by organising a workshop (teacher pair 2). Either way, both teacher pairs feel supported by their school management which certainly has a positive impact on their work.

Finally, the subjected teacher pairs validate many of the reasons why teachers should collaborate in CLIL (see pp. 20-21). First and foremost, they combine their qualifications and use their joint knowledge to plan and teach the CLIL lessons. This is essentially one of the most important elements of the collaborations because as both subject teachers said in the interviews, they would have never done CLIL without the other teacher. Their joint knowledge also allows for better content and language integration, leading to increased effectiveness of CLIL. Moreover, both pairs feel that their collaborations have a positive impact on their learners. It can be, therefore, presumed that the collaborations also increase their learners' motivation to learn which, again, contributes to a successful CLIL. Overall, it seems fitting to conclude this chapter with a statement, one that is also implied in the theoretical chapter, that both teacher pairs demonstrated that their collaborations lead to a generally more successful implementation of the CLIL method.

In summary, this chapter presented the results gained from the lesson observations and the interviews. The results were then followed by commentaries which focused on two main goals: finding similarities and differences between the two teacher pairs and linking the key findings of the research to the theoretical background in relation to the research question. The research findings provide several pedagogical implications and suggestions for further research; both will be the focus of the following chapter.

5. IMPLICATIONS

After the results of the research have been presented and commented on, possible pedagogical implications arising from the research need to be discussed. That will be the primary focus of this chapter. The second section will examine the limitations of the research. Finally, I will make suggestions as to what else could be researched in the field of teacher collaboration in CLIL.

Pedagogical implications

The results that this thesis presents can be found useful by essentially anyone who either is or would like to be involved in CLIL. That could be subject or language teachers who are thinking of starting CLIL at their school but, at the same time, do not feel they would be able to do CLIL by themselves. It could also be teachers who already do CLIL individually and who would like to establish cooperation with a colleague in order to increase the method's effectiveness. Next, it could be teachers that already collaborate and are looking for inspiration. Finally, it could be school management that is looking for reasons why there should be teachers working on CLIL together at their school.

One of the major implications is that not only the CLIL method in general but also the teacher collaboration should have clear support from the school management. Doing CLIL is time-consuming in itself, and when it is done in collaboration with another teacher, the requirement of time increases even more. Therefore, school managements should try their best to ensure that the teachers have enough mutual time to plan their lessons. Their support can also prove useful when allowing the teachers time to educate themselves on the topic of CLIL. Moreover, the feelings of being supported by the school management certainly have a positive influence on the teachers' overall attitude to teaching CLIL lessons.

The results, particularly the lesson observations, can also serve as inspiration for team-teaching in CLIL. Both lessons demonstrated different ways of organising the activities into cohesive wholes and showed how content and language can be integrated during a CLIL lesson. As the roles of the two teachers varied and interchanged during the lessons depending on the activities taking place (from giving instructions, to managing the classroom or assisting the learners or the other teacher etc.), it showed that team-teaching can generally uplift the pace and atmosphere of a lesson.

45

Another implication coming from the results together with the theory is that learners respond positively to having two teachers in a lesson which increases their motivation to learn. That goes hand in hand with the implication that having subject teachers and language teachers collaborate in CLIL is one of the ways of increasing the effectiveness of this method. The results present several suggestions for how to approach such collaboration to achieve success. That involves having regular meetings, allocating enough time to plan the lessons together, or having thoroughly planned lessons so that it is clear who will be leading the particular activities. A useful tip emerging from one of the interviews might be using online tools (e.g., shared tables) to help organise the pair's plans.

As the last point, I would like to mention that the success of a collaboration between two teachers is, of course, to a large extent dependent on the personalities of both teachers and especially on how they get along. The subjected teachers clearly demonstrated mutual sympathies without which the collaborations would be much more problematic. Therefore, I would encourage all interested teachers to try collaborating with another teacher, but to keep an open mind should the collaboration fail on the basis of not getting along. Not giving up and trying to work with someone else could eventually lead to great success and professional enrichment.

Overall, the research and the implications coming from it can be a positive influence when deciding whether to start a CLIL collaboration as a teacher or whether to approve it as a member of school management.

Limitations of the research

During the process of doing the research, some problems arose which limited the research in several areas and could potentially decrease the validity and objectivity of its results.

The first problem occurred when finding the research subjects. In the Czech Republic, CLIL is not yet a widespread practice and even less common is doing CLIL in pairs. Moreover, the recent COVID-19 pandemic and the associated online learning caused some existing CLIL teacher collaborations to cease. Therefore, the process of finding suitable subjects took longer than expected as there were many barriers or rejections by schools. Eventually, two teacher pairs were found and although the number of pairs is sufficient for the qualitative character of this research, more teacher pairs should be subjected to similar

research in order to examine the research question thoroughly and increase the results' objectivity.

Another limitation concerns the design of interview questions. They were designed in relation to the theoretical background; however, in the course of the interviewing itself and the subsequent analysis of the results, other questions surfaced that would be worth including in the research. For example, the question of how the teacher pairs deal with evaluation in their classes should have its place in the interview. That particular question only came to my mind when interviewing the second teacher pair after the first pair had already been interviewed. For that reason, I decided not to include the question in the research.

In connection to the interviews, there was another major limitation. As was already mentioned in Methods, the teachers from the 2nd Elementary School in Pilsen did not agree to have their interview recorded. Therefore, I took notes which I then rewrote into sentences. The written form of the interview was sent to the teachers and was approved by them. However, due to the lack of recording, some things and ideas were certainly unintentionally omitted. As a result, the validity and objectivity of the research are hindered.

The last limitation is the fact that there was only one lesson observation per each pair. For the scope of this research, the number of lesson observations was sufficient; however, some of the interpretations of the results cannot be generalised. For example, when comparing what the teachers had said during the interviews to what had been observed during the observations, this limitation needs to be taken into account.

Due to the mentioned limitations and the fact that the research was only focused on two teacher pairs, the results and their interpretations should not be generalised. Even so, the research can be considered a contribution to the topic of CLIL, and it opens the way for further and deeper research which will be discussed in the following section.

Suggestions for further research

The CLIL method has received a great deal of attention in recent years. However, the exploration of how two teachers can work together in this method, which is essentially a common practice, has been more or less overlooked. During studying the literature, I did not encounter many texts or studies that would focus on collaborations of subject and language teachers in CLIL. Wort mentioning could be articles by Keith Kelly (2014a; 2014b) and John Clegg (n.d.), other texts or studies have not come to my attention.

As implied in Limitations, the conducted research should not be generalised due to its limited scope. Therefore, I would suggest expanding the very same research by focusing on a larger number of teacher pairs. For each pair, there could be multiple lesson observations so that recurring elements of their collaboration could be found. That would help to describe the collaborations in more detail and with more reliability. To further improve the research, the interview questions could be redesigned and tried out in a sample interview so that any other questions that would come to mind during that interview could be added to the actual standardised interview.

The research focused on two teacher pairs that collaborate in CLIL in the form of team-teaching. Yet, there are other forms of teacher collaboration that commonly take place in the CLIL method. Therefore, I would suggest doing a study that would further explore these other forms of collaboration. Concerning the actual team-teaching (now without respect to CLIL), that could also be an interesting topic for further research. Recently, there has been a change in the system of financing in the Czech education system, thanks to which it is easier to implement team-teaching. Research that would focus on team-teaching could therefore be useful in areas other than foreign language teaching or CLIL. Such research focusing on team-teaching could, therefore, be a desirable and useful material not only in the field of foreign language teaching or CLIL but also in other areas.

In summary, I suggest expansion and improvement of the presented research in several ways: focusing on more teacher pairs as research subjects, including more lesson observations, and improving the design of the interview questions with the help of a sample interview. Moreover, I suggest conducting similar studies that would focus either on other forms of teacher collaboration in CLIL or team-teaching in general.

6. CONCLUSION

The central theme of this whole work is CLIL and teacher collaboration in this method. The thesis aimed to answer the question of how subject and language teachers could collaborate in order to create a successful CLIL lesson.

All relevant information needed for the research was described in the Theoretical background which was primarily focused on CLIL in general and then on teachers in CLIL. The two main types of teachers that can be involved in CLIL are subject teachers and language teachers. As it is common that teachers are not qualified for both language and content subject, establishing a teacher collaboration seems a logical solution. However, it is not the only reason to start such collaboration as there are other benefits to it as well. One of the main benefits are that teacher collaboration can uplift the effectiveness of the whole method as well as learners' motivation.

The subsequent research focused on two teacher pairs from different schools that collaborate on CLIL in the form of team-teaching. The ways in which these two teacher pairs work together were revealed through interviews and observations of their lessons. Several similarities were found, such as planning lessons primarily around the content (not the language), both teachers being involved in instruction-giving and classroom management, subject teachers using only their native language (Czech) or using teacher-made materials. Despite many similarities, some differences were observed, too, mostly caused by the distinct CLIL cultures of both schools. The contrasts were noted in, for example, the frequency of the pairs' meetings, one of the language teachers being a native English speaker or the language teachers' roles (one of them directed only the language-focused activities while the other was involved in the content-focused, too).

Many characteristics of a successful collaboration, that were described in the theoretical background, were in correspondence with some of the observed findings. Therefore, the collaborations can be regarded as successful as there were several aspects fulfilled in terms of effective CLIL collaboration. One of them is using the teachers' joint knowledge to plan their lessons together during regular meetings. Furthermore, language teachers play an important role not only during the CLIL lessons when giving linguistic feedback to learners but also afterwards when reflecting on the lessons during regular English lessons. Naturally, school management's support is a crucial element for the effectiveness of CLIL, especially when directed towards facilitating the teacher collaborations.

From the thesis's main ideas, it can be concluded that teacher collaboration has its rightful place in the CLIL method as it can ensure better integration of content and language, motivate learners and thus increase the effectiveness of the whole method.

REFERENCES

Ball, P., Kelly, K., & Clegg, J. (2015). *Putting CLIL into practice*. Oxford: Oxford University Press.

Banegas, D., Pavese, A., Velázquez, A., & Vélez, S. M. (2013). Teacher Professional Development Through Collaborative Action Research: Impact on foreign English-language teaching and learning. *Educational Action Research*, *21*(2), 185–201. Retrieved March 7, 2022, from https://doi.org/10.1080/09650792.2013.789717

Benešová, B., & Vallin, P. (2015). *CLIL – inovativní přístup nejen k výuce cizích jazyků*. Praha: Univerzita Karlova, Pedagogická fakulta.

Bentley, K. (2010). *The Tkt Course CLIL Module*. Cambridge: Cambridge University Press.

Clegg, J. (n.d.). *Teacher collaboration in CLIL*. One Stop English. Retrieved February 17, 2022, from https://www.onestopenglish.com/clil/article-teacher-collaboration-in-clil/157768.article

Conley, S., Fauske, J., & Pounder, D. G. (2004). Teacher work group effectiveness. *Educational Administration Quarterly*, *40*(5), 663–703. Retrieved February 24, 2022, from https://doi.org/10.1177/0013161x04268841

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.

Coyle, D. (2015). *Planning Tools for Teachers*. Nottingham: University of Nottingham. Retrieved February 9, 2022, from https://ateneu.xtec.cat/wikiform/wikiexport/_media/cmd/lle/clpi/modul_4/coyle2005_clilplanningtools.pdf.

Dale, L. (2022). *On Language Teachers and CLIL: Shifting the Perspectives*. Nuffic. Retrieved March 7, 2022, from https://www.nuffic.nl/sites/default/files/2022-02/on-language-teachers-and-clil-shifting-the-perspectives.pdf.

Dale, L., & Tanner, R. (2012). *CLIL Activities: A resource for subject and language teachers*. Cambridge: Cambridge University Press.

Dalton-Puffer, C. (2011). Content-and-Language Integrated Learning: From Practice to Principles? *Annual Review of Applied Linguistics*, *31*, 182–204. https://doi.org/10.1017/S0267190511000092

Eurydice. (2006). *Content and language Integrated Learning (CLIL) at school in Europe*, Brussels: Eurydice. Retrieved September 13, 2021, from: https://op.europa.eu/cs/publication-detail/-/publication/756ebdaa-f694-44e4-8409-21eef02c9b9b

Hurajová, Ľ. (2015). Tertiary CLIL. In S. Pokrivčáková et al., *CLIL in a Foreign Language Education: e-textbook for foreign language teachers* (pp. 85–98). Nitra: Constantine the Philosopher University.

Hurajová, Ľ., & Luprichová, J. (2015). Being a CLIL teacher. In S. Pokrivčáková et al., *CLIL in a Foreign Language Education: e-textbook for foreign language teachers* (pp. 99–111). Nitra: Constantine the Philosopher University.

Kazelleová, J., & Váňová, T. (2012). *CLIL do škol. Sborník konference.* Brno: Masarykova univerzita.

Kelly, K. (2014a). *COOP E-CLIL: Collaboration between language teachers and subject teachers*. British Council. Retrieved February 24, 2022, from https://www.teachingenglish.org.uk/sites/teacheng/files/Language%20teachers%20working%20with%20subject%20teachers%20-%20TE.pdf

Kelly, K. (2014b). *Ingredients for successful CLIL*. British Council. Retrieved February 9, 2022, from https://www.teachingenglish.org.uk/article/keith-kelly-ingredients-successful-clil-0

Main, K., & Bryer, F. (2005). What does a "good" teaching team look like in a middle school classroom? *Stimulating the "Action" as Participants in Participatory Research: Proceedings of the 3rd International Conference on Cognition, Language, and Special Education*, 196–204. Retrieved February 24, 2022, from https://doi.org/http://hdl.handle.net/10072/2538

Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan Education.

Meyer, O. (2010). Towards Quality-CLIL: Successful Planning and Teaching Strategies. *Pulso*, *33*, 11–29. Retrieved February 4, 2022, from https://www.academia.edu/35726616/Towards_Quality_CLIL_Successful_Planning_and_Teaching_Strategies?auto=download.

Pavesi, M., Bertocchi, D., Hofmannová, M., & Kazianka, M. (2001). *Teaching through a foreign language: A guide for teachers and schools to using foreign languages in content teaching*. (G. Langé, Ed.). TIE-CLIL. Retrieved August 18, 2021, from http://www.ub.edu/filoan/CLIL/teachers.pdf.

Sepešiová, M. (2015). CLIL lesson planning. In *CLIL in Foreign Language Education: e-textbook for foreign language teachers*. essay. Retrieved February 4, 2022, from https://www.researchgate.net/publication/291103074_CLIL_lesson_planning.

Slavit, D., Kennedy, A., Lean, Z., Nelson, T. H., & Deuel, A. (2011). Support for Professional Collaboration in Middle School Mathematics: A Complex Web. *Teacher Education Quarterly*, *38*(3), 113–131. Retrieved February 24, 2022, from http://www.jstor.org/stable/23479620

Šmídová, T., Tejkalová, L., & Vojtková, N. (2012). *CLIL ve výuce: Jak zapojit cizí jazyky do vyučování*. Praha: Národní ústav pro vzdělávání, školské poradenské zařízení a zařízení pro další vzdělávání pedagogických pracovníků.

Truijen, K.J.P., Sleegers, P.J.C., Meelissen, M.R.M. and Nieuwenhuis, A.F.M. (2013). What makes teacher teams in a vocational education context effective? A qualitative study of managers' view on team working. *Journal of Workplace Learning*, *25*(1), 58-73. Retrieved February 24, 2022, from https://doi.org/10.1108/13665621311288485

Vázquez, V. P. (2014). Enhancing the quality of CLIL: making the best of the collaboration between language teachers and content teachers. *Encuentro*, *23*, 115–127. Retrieved February 17, 2022, from https://ebuah.uah.es/xmlui/bitstream/handle/10017/21615/Pavon_Enhancing%20Encuentro_2014_N23.pdf?sequence=1&isAllowed=y.

Vilkancienė, L., & Rozgiene, I. (2017). CLIL Teacher Competences and Attitudes. *Sustainable Multilingualism, 11*(1). Retrieved March 1, 2022, from https://doi.org/10.1515/sm-2017-0019.

APPENDICES

Appendix 1

Observation sheet – CLIL lesson

RQ: How could subject and language teachers collaborate in order to create a successful CLIL lesson?

Date:	
Class:	
Subject:	
Objectives: - **Language:** - **Content:**	

Chronological order of activities

Time	Activity/task	Language teacher's role	Subject teacher's role

Observations

Class objectives: - *were communicated to the learners at the beginning* - *were supported by the tasks*	Yes Yes	Partially Partially	No No	
Class time devoted to: - *content* - *language*	About _____ % About _____ %			
Dominating classroom interaction patterns:	Full-class	Pair	Group	Individual
Class atmosphere:	Stressful	Neutral	Supportive	
Learners' participation:	Mostly active		Mostly inactive	
Materials: - *materials used:* - *the same were used by both teachers*	_____ Yes	 Sometimes	 No	
Language teacher: - *language used* - *L2 talking style* - *uses scaffolding strategies* - *ways of supporting content with language*	L1 only Idiomatic Yes Vocabulary	Both Neutral Grammar	L2 only Comprehensible No Other: _____	
Content teacher: - *language used* - *L2 talking style* - *uses scaffolding strategies*	L1 only Idiomatic Yes	Both Neutral 	L2 only Comprehensible No	
Teacher collaboration: - *they begin and end the class together* - *they are both involved in giving instructions* - *they communicate with each other to manage/instruct* - *classroom behaviour is addressed by both* - *they both immediately respond to aroused problems* - *the lesson runs smoothly with evidence of previous co-planning*	Yes Yes Yes Yes Yes Yes	Only CT Only CT Partially Only CT Only CT Partially	Only LT Only LT No Only LT Only LT No	

Appendix 2

Interview questions

RQ: How could subject and language teachers collaborate in order to create a successful CLIL lesson?

1.   What is the size of your school?
2.   What grade do learners start learning English at your school?
3.   How many hours per week is English taught at your school?
4.   How long have you been teaching at your current school?
5.   How long have you been teaching the subjects that are part of this research? *(note: English for language teachers, content subject for subject teachers)*
6.   How did you first learn about the CLIL method and how did you educate yourself about this method?
7.   Do you still educate yourself about this method?
8.   How long have you been using the CLIL method and how long has CLIL been used at your school in total?
9.   In what subjects is the CLIL method used at your school?
10. What subjects and what grades do you personally use the CLIL method in?
11. Do you feel enough support from the school management? If yes, how does the support look like?
12. Do you have regular CLIL meetings with the school management?
13. Does the school management also support your collaboration? (e.g., by providing you with the same free hours or by putting your teacher rooms nearby one another)
14. Did you decide for the collaboration yourself or was it the school management's decision?
15. Do you cooperate with anyone outside of your school?
16. How often do you meet because of your CLIL collaboration?
17. Could you describe how your collaboration works?
18. When team teaching, how do the lessons typically look like?
19. *For the language teacher:* If you teach English to the same group of learners as is in the CLIL subject, do you devote some class time to preparing the learners for the CLIL lessons?

20. What would you say are the advantages of your collaboration?

21. What would you say are the disadvantages of your collaboration?

22. Are there any barriers to your collaboration?

23. Would you say that your collaboration makes the implementation of CLIL at your school more successful?

24. How do you think the learners feel about your collaboration?

Otázky do rozhovoru

RQ: Jakými způsoby mohou učitelé předmětů a jazyků spolupracovat, aby vytvořili úspěšnou hodinu CLIL?

25. Jaká je velikost Vaší školy?

26. V jakém ročníku se na Vaší škole začíná s výukou Anglického jazyka?

27. Jaká je hodinová dotace pro výuku Anglického jazyka na Vaší škole?

28. Jak dlouho již učíte na Vaší současné škole?

29. Jak dlouho již učíte předměty, které jsou součástí tohoto výzkumu? *(pozn.: u jazykářů se jedná o Anglický jazyk, u nejazykářů o daný nejazykový předmět)*

30. Jak jste se o metodě CLIL poprvé dozvěděli a vzdělávali se o ní?

31. Vzděláváte se o CLILu i nadále?

32. Jak dlouho praktikujete metodu CLIL vy osobně a jak dlouho je praktikována na Vaší škole?

33. Do jakých předmětů je tato metoda aplikována v rámci celé školy?

34. V jakých předmětech a ročnících tuto metodu využíváte vy osobně?

35. Cítíte ze strany vedení školy dostatečnou podporu? Pokud ano, jak tato podpora vypadá?

36. Setkáváte se ohledně CLILu pravidelně s vedením školy?

37. Podporuje škola i Vaší spolupráci? (např. poskytnutím společných volných hodin pro plánování, společného/blízkého kabinet atd.)

38. Rozhodli jste se spolu spolupracovat vy sami, nebo to bylo rozhodnutí školy?

39. Spolupracujete také s někým mimo Vaši školu?

40. Jak často se setkáváte ohledně Vaší CLIL spolupráce?

41. Můžete popsat, jak Vaše spolupráce probíhá?

42. Jak typicky vypadají Vaše tandemové hodiny?

43. *Pro jazykáře:* Pokud učíte Anglický jazyk v té samé třídě jako učíte CLIL, věnujete se v rámci hodin AJ i přípravě žáků na hodiny CLIL?

44. Jaké vnímáte výhody Vaší spolupráce?

45. Jaké vnímáte nevýhody?

46. Vnímáte nějaké překážky, které Vaši spolupráci znesnadňují?

47. Myslíte si, že je díky Vaší spolupráci realizace CLILu na Vaší škole celkově úspěšnější?

48. Jak vnímají Vaši spolupráci žáci?

SUMMARY IN CZECH

Tato diplomová práce se zabývá spoluprací jazykových a nejazykových učitelů v metodě CLIL. Teoretická část práce se nejprve zaměřuje na samotnou metodu, její definici a charakteristiku. Dále popisuje, čím se vyznačují specifika CLIL hodin a jak tyto hodiny plánovat. Ve své druhé polovině, se teoretická část zaměřuje na učitele v metodě CLIL. Nejprve jednotlivě popisuje role a specifika jazykových a nejazykových učitelů, načež přechází k problematice spolupráce těchto učitelů. Popisuje, čím se vyznačují úspěšné spolupráce a uvádí důvody, proč je dobré spolupráci dvou učitelů v rámci metody CLIL zavést. Praktická část obsahuje kvalitativní výzkum, jenž se zaobírá dvěma učitelskými páry ze dvou různých škol. Pomocí metod pozorování (hospitací) a rozhovorů zjišťuje, jak tyto spolupráce probíhají, čím se liší a jak si jsou naopak podobné. Důraz byl kladen také na propojení výsledků výzkumu s teoretickými poznatky. Díky tomuto propojení, bylo možné identifikovat, jaké znaky zkoumaných spoluprací přispívají k většímu úspěchu metody CLIL. Mezi takové znaky patří například využití společných znalostí při plánování hodin či vnímaná podpora od vedení školy. Hlavním zjištěním je, že spolupráce jazykového a nejazykového učitele v metodě CLIL může navýšit úroveň výuky s touto metodou na dané škole.